

SECTION 19

PERFORMANCE INDICATORS

In Spring 2006, the Performance Indicator's Task Force re-examined the existing eight (8) performance indicators and moved to expand and more closely align them with the five (5) goals of the strategic plan. The Strategic Goals are: (1) The community colleges of Iowa will provide high-quality, comprehensive educational programs and services accessible to all Iowans. (2) The community colleges of Iowa will develop high-skilled workers to meet the demands of Iowa's economy. (3) The community colleges of Iowa will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level. (4) The community colleges of Iowa will demonstrate effectiveness and efficiency for achieving the system mission and goals. (5) The community colleges of Iowa will recruit, enroll, retain to completion or graduation persons of underrepresented groups in all programs. Recruit and retain persons from minority racial/ethnic groups in faculty and administrative roles.

A draft version of the new Performance Indicators was presented to the State Board of Education in July of 2006. These indicators will continue to be reviewed and revised. Many of the new Performance Indicators include data, which are represented in other sections of this document. A separate document that solely discusses the Performance Indicators will be published.

The State Board of Education accepted the proposed indicators recommended by the Department of Education. The State Board of Education requested that the Department of Education develop additional measures to quantify the success of the community college transfer and career preparation (through successful job entry and retention) functions. For those reasons, the Department of Education has engaged in a major research project with Iowa State University, utilizing administrative records match between the community college MIS, the National Student Clearinghouse, and the Iowa Workforce Development's Unemployment Insurance records. Information on the research methodology and complete findings will be available spring 2007 in a separately issued report by the Department of Education. The comprehensive community college Performance Indicators Report is submitted annually to the Iowa State Board of Education in August.

Iowa Community College Research Initiatives

The Division of Community Colleges and Workforce Preparation has been able to explore research opportunities through an agreement with Iowa State University. The research initiative has focused on two major community college outcomes directly related to the mission of the community colleges and to the strategic goals, transfer and career preparation. To address the outcome of transfer, the research team utilized data obtained through the National Student Clearinghouse to track enrollment patterns over time. To address the outcome of career preparation the research team utilized the Unemployment Insurance records to identify community college students who are employed within the State of Iowa.

See Appendix L for data by college.

National Student Clearinghouse Enrollment Data Analysis

The Iowa State University research team partnered with the Iowa Department of Education (IDE) Division of Community Colleges and Workforce Preparation to report on transfer behaviors of Iowa community college completers (students who received an associate degree, diploma, certificate, or other credential awarded by the community college) and non-award leavers (students who transferred without receiving any awards from the community college).

Data were obtained from the Iowa Department of Education Management Information System (MIS) and the National Student Clearinghouse (NSC) to examine the transfer behaviors of the 2002 cohort of Iowa community college completers and non-awardees. Three data files containing demographic information, educational records, enrollment data and fiscal year 2002 degree award files were merged to analyze transfer behavior in the state of Iowa.

The research team used a cohort of community college students from Fiscal Year 2002 and tracked their subsequent enrollment through the National Student Clearinghouse data. The research team looked at three specific groups based on the 2002 awards file AA awardees, AAS awardees and Non-Award leavers.

Table 78

COMMUNITY COLLEGE TRANSFERS, AA, AAS AND NON-AWARD LEAVERS FISCAL YEAR 2002

Group	Cohort N	Transfer to 4-Year College					
		1st Year		2nd Year		3rd Year	
		N	%	N	%	N	%
AA	3,713	2,048	55.16%	2,131	57.39%	1,459	39.29%
AAS	3,631	329	9.06	356	9.80	304	8.37
Non-Award Leavers	49,895	3,820	7.66	5,579	11.18	5,732	11.49

Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education.

As Table 78 indicates, 55% of the 2002 AA recipients had transferred to a four year college within one year; 57% were enrolled during the second year following receipt of the award, and 39% were enrolled in a four-year college 3 years following receipt of the AA.

Unlike the AA degree, which is designed for college transfer, the AAS degree is designed for direct student entry into the workplace. Nonetheless, 9.06% of AAS degree recipients enrolled in a four-year college one year following receipt of the AAS.

Students who did not receive a community college award in Fiscal Year 2002, 2003, 2004 and are not enrolled in high school or any four-year institution in 2002 make up the group of Non-Award Leavers. Approximately 8% (7.66%) of Non-Award Leavers were found to have enrolled in a four-year college after leaving the community college enrollment. This number jumps to 11.18% and 11.49% during 2 and 3 years following their enrollment at an Iowa community college.

First Year Out Transfer Patterns

Further investigation into student transfers during the first year after attending an Iowa community college reveals that nearly 60% of all AA awardees who transfer to a four-year institution go to an Iowa Regents institution. Similarly, AAS awardees who transfer to a four-year institution are most likely to attend an Iowa Regent University, with a plurality of 42.86%. Nearly half of the non-award leavers who transfer from an Iowa Community College during the first year go to an Iowa Regent University. See Table 79.

Table 79

COMMUNITY COLLEGE TRANSFERS DURING 1ST YEAR OUT (FY2003), AA, AAS AND NON-AWARD LEAVERS FISCAL YEAR 2002							
Groups	First Year Out Transfers to Four-Year Colleges						Total 4-year Transfers N
	In-State Private		Out of State		Regents		
	N	%	N	%	N	%	
AA	436	21.29%	392	19.17%	1,220	59.66%	2,048
AAS	85	25.84	103	31.31	141	42.86	329
Non-Award Leavers	955	25.00	971	25.42	1,894	49.58	3,820
Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education; National Student Clearinghouse							

Table 80 disaggregates Regents transfers by the three universities. Those who receive an AA degree prior to transferring are most likely to attend the University of Northern Iowa. The AAS awardees are more likely to attend the University of Iowa during the next fiscal year, with a plurality of 35.46%. Iowa State University appears to be the choice, with 41.50%, for the non-award leavers who transfer from an Iowa Community College during the first year and go to an Iowa Regent university (Table 80).

Table 80

COMMUNITY COLLEGE TRANSFERS TO REGENT UNIVERSITIES DURING 1ST YEAR OUT (FY2003), AA, AAS AND NON-AWARD LEAVERS FISCAL YEAR 2002							
Groups	First Year Out Transfers to Four-Year Colleges						Total Regents N
	UNI		SUI		ISU		
	N	%	N	%	N	%	
AA	553	45.33%	399	32.70%	268	21.97%	1,220
AAS	47	33.33	50	35.46	44	31.21	141
Non-Award Leavers	441	23.28	667	35.22	786	41.50	1,894
Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education; National Student Clearinghouse							

Cumulative Transfer Rates

Transfer rates to four-year institutions were also tracked for three years following graduation. Fifty-seven percent of AA recipients transferred to four-year institutions, followed by 39% transfer rate in the third year. Over the three year period, 2,491 AA recipients transferred to a four-year institution, a cumulative transfer rate of 67%. See Table 81.

Table 81

TRANSFER RATE OF FISCAL YEAR 2002 ASSOCIATE IN ARTS (AA) AWARD RECIPIENTS TO FOUR-YEAR INSTITUTIONS FISCAL YEAR 2003, FISCAL YEAR 2004, AND FISCAL YEAR 2005 (N = 3,713)				
Fiscal Year	Annual Transfer Rate		Cumulative Transfer Rate	
	N	%	N	%
2003	2,048	55.16%	2,048	55.16%
2004	2,131	57.39	2,392	64.42
2005	1,459	39.29	2,491	67.09

Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education; National Student Clearinghouse

Table 82 shows the cumulative transfer rates for AAS award recipients to four-year institutions. The largest group of transfers occurred in the second year, when 9.8% of the students transferred. By the end of the third year, 14.54% of AAS recipients transferred to four-year institutions.

Table 82

TRANSFER RATE OF FISCAL YEAR 2002 ASSOCIATE IN APPLIED SCIENCE (AAS) AWARD RECIPIENTS TO FOUR-YEAR INSTITUTIONS FISCAL YEAR 2003, FISCAL YEAR 2004, AND FISCAL YEAR 2005 (N = 3,713)				
Fiscal Year	Annual Transfer Rate		Cumulative Transfer Rate	
	N	%	N	%
2003	329	9.06%	329	9.06%
2004	356	9.80	447	12.31
2005	304	8.37	528	14.54

Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education; National Student Clearinghouse

Unemployment Insurance Wage Data Analysis

The Iowa State University research team (ISU) partnered with the Iowa Department of Education (IDE) Division of Community Colleges and Workforce Preparation to complete a report on the results of Unemployment Insurance (UI) wage data analysis among Iowa community colleges, “Using UI Wage Records to Assess Postcollege Earnings of Iowa Career and Technical Education Students.” Building upon the first report, “Vocational Education Accountability in Iowa Community Colleges” submitted to IDE June 2006; the ISU research team continued to refine and provide the research methodology and highlights of findings of Iowa community college students.

In this study, data were obtained from the Iowa Workforce Development (IWD) and Iowa Department of Education. Student records including demographic and educational data (from IDE) were matched with Unemployment Insurance (from IWD) data to investigate post-college earnings of Iowa community college students enrolled during the 2002 fiscal year (2002 cohort). Annual median earnings of completers (those who completed an associates degree, certificate or diploma and were not enrolled in any postsecondary institution the year following completion) and leavers (those who did not receive an award and were not currently enrolled in any high school or other postsecondary institution during the fiscal year) in the last year of enrollment (FY 2002), first year out of college (FY 2003), and third year out of college (FY 2005) were compared with additional analysis by social demographics (i.e., gender, age, and race).

As Table 83 indicates:

- During the first year out of college (FY 03), completers experienced higher median annual earnings than leavers.
- Between FY 02 and FY 05 the percentage gains in median annual earnings were almost twice as much for completers (101.46%) than leavers (51.54%).
- Completers had higher median annual earnings (\$23,594) after FY 03 and FY 05 (\$28,217) than leavers.

According to the “Unemployment Insurance Wage Record Data Analysis”, submitted to IDE January 2007:

In general, regardless of demographics (gender, age, or race), completers earned the highest annual median earnings. Additionally, those completers with AAS degrees earned the highest median annual earnings compared to other completers. Although some mixed results were found among other types of completers, modest differences were noted among AAS completers when comparing gender and race...

...The results of the wage analysis of CTE program participants in Iowa Community Colleges indicates that the completion of an AAS degree serves as an equalizer regardless of gender, age or race for CTE students; CTE degree completers obtain higher annual median earnings. As such, this informs Iowa and other state policy makers and practitioners that efforts should be made to assist CTE students in completing a degree, especially an AAS degree. In addition, further study should be conducted that accounts for the longitudinal trends in earnings to determine their continual increase or leveling off.

Table 83

**MEDIAN ANNUAL EARNINGS OF 2002 COMMUNITY COLLEGE LEAVERS AND COMPLETERS
FISCAL YEAR 2002, FISCAL YEAR 2003, AND FISCAL YEAR 2005**

	Last Year in College Fiscal Year 2002		First Year Out Fiscal Year 2003		Third Year Out Fiscal Year 2005			
	# Worked Four Quarters	Median Annual Earnings	# Worked Four Quarters	Median Annual Earnings	# Worked Four Quarters	Median Annual Earnings	% Change 2002-2005	% Change 2003-2005
All students	20,512	\$16,743	20,933	\$21,399	20,419	\$25,145	50.18%	17.50%
Leavers	16,788	\$15,959	16,688	\$20,702	16,167	\$24,184	51.54	16.82
Completers	3,733	\$14,006	4,245	\$23,594	4,252	\$28,217	101.46	19.59
Associates	2,732	\$15,884	2,983	\$25,170	2,987	\$29,356	84.81	16.63
-AAS	1,610	\$16,573	1,886	\$28,110	1,873	\$32,873	98.36	16.94
Diploma	734	\$12,158	945	\$21,176	945	\$26,792	120.36	26.52
Certificate	230	\$15,507	283	\$19,747	284	\$21,172	36.53	7.22

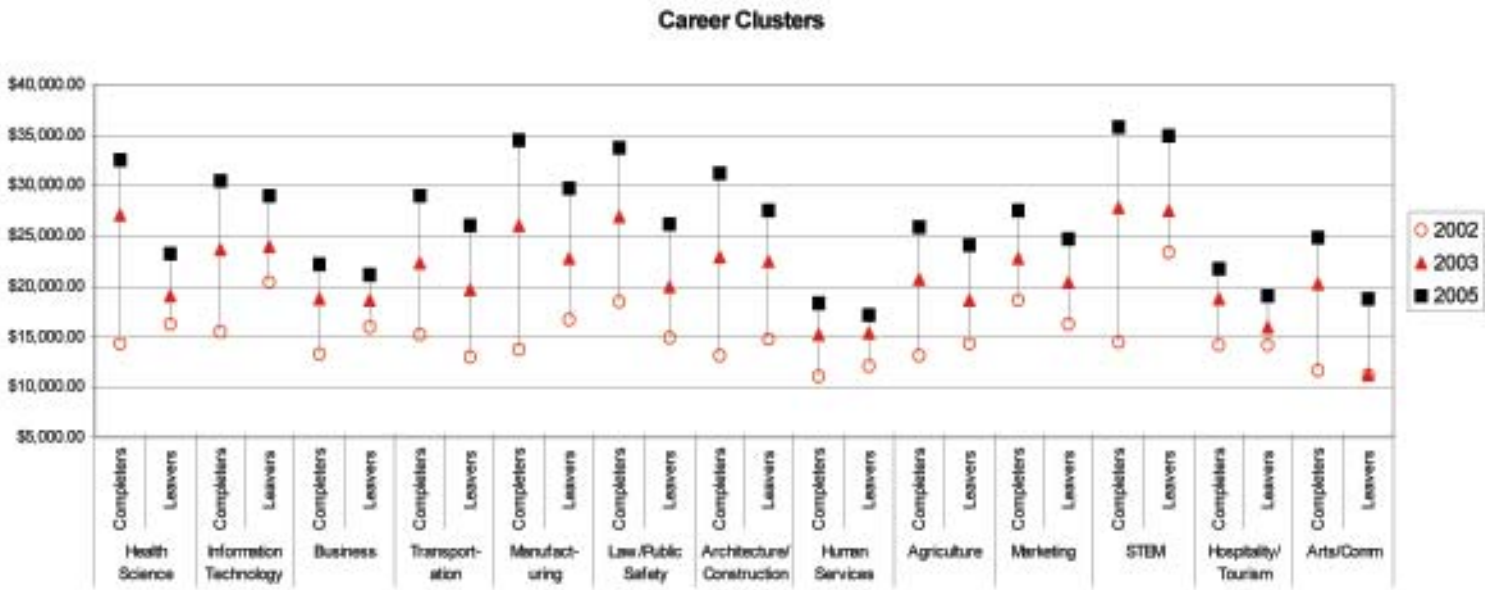
Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education; Iowa Workforce Development, Unemployment Insurance wage data; and National Student Clearinghouse enrollment data.

Notes: Table presents median annual earnings for students who worked all four quarters in respective fiscal year.
 Excluded from the analysis are students who enrolled in any postsecondary institution identified by the National Student Clearinghouse enrollment data from July 1, 2002 through June 30, 2003 and not enrolled in high school in the fiscal year 2002 as identified by Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education. Also excluded are those in the military, federal employees, self-employed, unemployed, those not in the workforce and those without valid social security number.
 Completers are defined as those who completed an associate degree, Diploma, Certificate, and other credentials at an Iowa Community College in Fiscal Year 2002.
 Associates include those who completed an AA, AAS, AGS, AS, and AAA degrees at an Iowa Community College in Fiscal Year 2002.
 Annual earnings are defined as the sum of earnings in four quarters (e.g., 2002 annual earnings are a sum of earnings from October 1, 2001 [fourth quarter] through September 30, 2003 [third quarter]).
 Median earnings are adjusted to 2005 Consumer Price Index for Midwest Consumers.

Figure 20 breaks down the salaries of completers and leavers for the sixteen National Career Clusters. STEM had the highest median salary in 2003 and 2005 with a combined median of \$27,775 and \$35,846, respectively. The largest salary growth was in manufacturing and health sciences. After completing a degree, salaries for manufacturing rose 90% and salaries for health science graduates increased 89.4% from \$14,332 to \$27,146.

Figure 20

**MEDIAN ANNUAL EARNINGS OF 2002 COMMUNITY COLLEGE LEAVERS AND COMPLETERS
BY NATIONAL CAREER CLUSTER**



Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education; Iowa Workforce Development, Unemployment Insurance wage data; and National Student Clearinghouse enrollment data.

Note: Table presents median annual earnings for students who worked all four quarters in respective fiscal year. Excluded from the analysis are students who enrolled in any postsecondary institution identified by the National Student Clearinghouse enrollment data from July 1, 2002 through June 30, 2003 and not enrolled in high school in the fiscal year 2002 as identified by Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education. Also excluded are those in the military, federal employees, self-employed, unemployed, those not in the workforce and those without valid social security number. Completers are defined as those who completed an associate degree, Diploma, Certificate, and other credentials at an Iowa Community College in Fiscal Year 2002. Associates include those who completed an AA, AAS, AGS, AS, and AAA degrees at an Iowa Community College in Fiscal Year 2002. Annual earnings are defined as the sum of earnings in four quarters (e.g., 2002 annual earnings are a sum of earnings from October 1, 2001 [fourth quarter] through September 30, 2002 [third quarter]). Median earnings are adjusted to 2005 Consumer Price Index for Midwest Consumers.

Adult Programs Performance

Table 84 shows the proportion of adults from 18 to 64 years-old enrolled in a community college course. The proportion of adults enrolled has dropped slightly from last year. Since 2003, the proportion of adults enrolled has dropped 2.94 percent.

Table 84

PROPORTION OF ADULTS ENROLLED IN COMMUNITY COLLEGE COURSES

Program	2003	2004	Fiscal Year 2005	2006	2007
Rate of Iowa's Adult Population Enrolled in Community College Courses	24.95%	23.89%	23.03%	22.59%	22.01%

Source: Iowa Department of Education MIS Reports.

Definitions: Fiscal Years 2003-2005

Proportion of State's Adult Population Enrolled in a Community College Course

-Numerator: Total Year-End Unduplicated Credit Enrollment and Non-Credit Unduplicated Enrollment of adults under 65 years of age

--Denominator: 2000 Census Total State Adult Population (18-64 years of age) numbers.

Fiscal Year 2006

Proportion of State's Adult Population Enrolled in a Community College Course

-Numerator: Total Year-End Unduplicated Credit Enrollment and Non-Credit Unduplicated Enrollment of adults (18-64 Years of Age)

--Denominator: 2000 Census Total State Adult Population (18-64 years of age) numbers.

Fiscal Year 2007

Proportion of State's Adult Population Enrolled in a Community College Course

-Numerator: Total Year-End Unduplicated Credit Enrollment and Non-Credit Unduplicated Enrollment of adults (18-64 Years of Age)

--Denominator: 2000 Census Total State Adult Population (18-64 years of age) adjusted by per county 2006 estimate population numbers trends.

(Example Ratio $393,995/1,789,654=22.01\%$)

(Approximately 1% of the State's Adult Population Enrollment in a Community College Course is over the age of 64)

The Basic Skills Certificate offers awards for successful attainment of basic literary skills competencies below the General Educational Development (GED) level. The program issues a 15 basic literacy certificates in the areas of reading, mathematics, writing, and listening at four certification levels. The number of certificates issued has increased 22.89 percent since 2003, but fell slightly from last year (see Table 85).

Table 85

BASIC SKILLS CERTIFICATE OBTAINMENT					
Program	2003	2004	Program Year 2005	2006	2007
Basic Skills Certificates	5,037	6,737	6,306	6,275	6,190

Source: Iowa Department of Education Bureau of Community Colleges and Career and Technical Education.
 Definitions: (Program Year July 1-June 30). The number of Basic Literacy Skills Certificates issued in the subject areas of Reading, Mathematics and Writing for Comprehensive Adult Student Assessment System (CASAS Levels A-D).
 Agency: Iowa Department of Education.
 Frequency: Annually
 Published
 Sources: Iowa Department of Education, Program Year 2003-2007 Basic Literacy Skills Credential Program, Annual Report.

Iowa Community Colleges issue General Equivalency Diploma (GED) after a student completes five, regularly standardized tests. Table 86 shows the number of GEDs issued has remained flat since 2003.

Table 86

GENERAL EQUIVALENCY DIPLOMAS (GED) ISSUED					
Program	2003	2004	Program Year 2005	2006	2007
High School Equivalency Diplomas (GED)	3,675	3,947	4,065	3,893	3,639

Source: Iowa Department of Education Bureau of Community Colleges and Career and Technical Education.
Definitions: (Program Year July 1-June 30). The number of Basic Literacy Skills Certificates issued in the subject areas of Reading, Mathematics and Writing for Comprehensive Adult Student Assessment System (CASAS Levels A-D).
Agency: Iowa Department of Education.
Frequency: Annually
Published Sources: Iowa Department of Education, Program Year 2003-2007 Basic Literacy Skills Credential Program, Annual Report.